

ORGANIZATIONAL MOMENTS OF EDUCATIONAL SPEECH ACTIVITY WHEN TEACHING GRAMMAR OF THE RUSSIAN LANGUAGE AS A FOREIGN

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Annotation

The article discusses the main points of the process of organizing educational speech activity in the grammatical aspect of the Russian language, which consists in identifying the communicative and cognitive mechanisms of language and speech, in mastering the rules governing the functioning of language units, their participation in the speech act, as well as the rules for constructing speech works – statements and text as products of speech-thinking activity.

Keywords: educational speech activity, language unit, communication, communicative competence, cognitive information processing.

In modern linguistic research, innovative technologies in the organization of educational speech activity are gaining increasing attention of methodologists and teachers of Russian as a foreign language. At the same time, it is emphasized that these technologies assume such a construction of the learning process, as a result of which the speech-thinking activity of foreign students is activated when mastering the educational (language and speech) material. The organization of educational speech activity consists in identifying the communicative and cognitive mechanisms of language and speech, in mastering the necessary rules governing the functioning of language units, their participation in the speech act, as well as the rules for constructing speech works – statements and text as products of speech-thinking activity. In the process of teaching the grammar of the Russian language to foreign students, scientists focus on:

- a) the "mental" foundations of understanding and producing speech, with
- b) cognitive structures and processes that are characteristic of a person, namely: a systematic description and explanation of the mechanisms of human language acquisition, the principles of structuring these mechanisms.

Speech activity is a complex and important cognitive process in which cognitive processing of language information received by a person during foreign language speech activity is carried out both during perception and understanding, and during speech generation. Therefore, when organizing the process of mastering language skills, the realities should take into account not only those mental representations that arise during processing or are extracted from long-term memory, but also those procedures or operations that are used in this case. From these positions, language should be considered as a cognitive process of obtaining and processing information contained in any speech work. Including the transmission and receipt of information encoded by linguistic means, requiring certain methods of verbalization of the emerging idea in the acts of speech generation and, on the contrary, the extraction of meaning from the incoming speech utterance in the acts of its perception and understanding, this cognitive process shows a clear dependence on the conditions of its implementation, on which partners it proceeds, etc. Language provides a two-way link between individual and collective knowledge. The consolidation of individual knowledge in sound forms, and then in writing, made it possible to preserve knowledge and transfer it from one individual to another.

On this basis, collective knowledge is formed. At the same time, the language allows the individual to assimilate the collective knowledge that the social environment has. Besides that, language is one of the main tools for creating new knowledge. The role of language in the production of new knowledge is due to the fact that language signs are inherent not only in the functions of "codification of meaning", but also the properties of "operationality". Human thinking can be supplemented and sometimes replaced by operational activity with signs.

Operating with language signs in the process of educational speech activity is equivalent to transformation of the information contained in them, which makes it possible to form new information that cannot be constructed without language as a cognitively functioning system in the process of speech communication [4, p. 61].

The acquisition of a foreign language is not only the acquisition of knowledge about the language system (vocabulary, grammar, phonetics, etc.), but, what is very important, language acquisition is the acquisition of means of inosociocultural communication. Thanks to this language-transmitted possibility of transition from the subjective to the intersubjective, and in this sense objective, it is possible to consider the assimilation of the correct use of linguistic phenomena as the assimilation of appropriate classifications (or differences) in the world - as a prerequisite for intercultural communication. The scope of language use cannot be limited by the framework and canons of everyday experience, and its theoretical consideration is the identification of the rules of conformity of the use of expressions such as "read a book"; "listen to music"; "teach song" and categorization of speech acts and underlying intentions [4, p. 386].

In this regard, it can be concluded that it is unlawful "to identify the meaningfulness of a linguistic expression with the correctness of its use, and understanding with meaning – with knowledge of the rules of use" [4, p. 388]. This reduction makes it inexplicable: both language acquisition (vocabulary, grammar, etc.) and its use in the process of foreign-language RD; the possibility of meaningful use of the same language means in different (including new) situations to express different (including incompatible) representations of native speakers of the studied language about the surrounding reality. In other words, in the process of teaching foreign students the lexical and grammatical aspect, it is necessary to remember that grammatical categories, forms, phenomena should be considered not only in terms of content and expression, but also in terms of behavior in the structural functional and semantic organization of a phrase, sentence, text as a product of educational speech activity..

All of the above allows us to draw the following conclusion: currently, in teaching the grammatical aspect of speech activity, it is necessary to take into account the following criteria, on the basis of which a conscious understanding of language units is built:

a) consideration of each grammatical phenomenon from the side of the form, meaning of linguistic means and features of their use in various speech situations; b) identification of features of expression grammatical meanings and relations and the display of actualization language means in speech; c) taking into account the peculiarities of the use of language units depending on the sphere of use; d) showing the role of certain language units in the process of organizing the teaching of foreign language speech activity. Taking into account these criteria in the process of organizing educational speech activity in teaching the grammatical aspect of the Russian language as a foreign language will help to reflect the most common and essential features in understanding, awareness of various intra-linguistic relationships, most often depending on the functional, communicative and cognitive nature of the language itself language. Moreover, foreign students, first of all, should themselves realize and take into account not only the structural and systemic, but also the communicative and cognitive significance of the grammatical categories studied, the patterns of their use in various speech situations, understand that the effectiveness of the formation and development of their communicative competence largely depends on this, which allows linking the language system and the system speech, paradigmatics and syntagmatics, statics and dynamics at the level of conscious comprehension of foreign language speech activity. In this sense, language acts not only as a system of signs, a set of means of expression, but also as a communicative and cognitive system for processing information in any speech work. Organization of educational speech activity, including the transmission and receipt of information using language means, requiring certain techniques of verbalization of the emerging meaning in the process of generating speech or extracting meaning from an incoming speech

utterance, it shows dependence not only on the conditions of its implementation, on who it flows between, etc., but also on the conscious assimilation of grammatical units of the language, which allows you to reveal the complexity of the phenomenon of "word", which "has a certain semantic structure, it is complicated by a social and emotionally expressive component, contains the rudiments of knowledge and forms a certain concept of the world, is potentially charged with imagery, is divided into significant parts, includes rules of formal grammatical variability ... and at the right moment reveals hidden syntactic connections." [1, p.118].

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